Assessment Office Update
JULY/AUGUST 2008 (Updated 9/10/2008)

Accomplishments

- Office
  - Faculty in place (Marlene Lowe & Monica Stitt-Bergh)
  - Furniture and computers acquired
  - Library started
- Consultations, Meetings, Workshops
  - College Assessment Coordinators: web site content
  - Travel Industry Management Acting Assistant Dean: ways to satisfy ACPHA accreditation requirements related to assessment
  - Hawai‘inui‘akea School of Hawaiian Knowledge faculty: general assessment matters
  - Theatre Assessment Coordinator: comprehensive assessment plan for major
  - Mānoa Advising Center advisors: reviewed student survey & advised on assessment options
  - Social Sciences Dean: discussed & advised on materials given to faculty
  - FW: scoring rubric developed and tested; evidence (essays) sorted and entered; scoring sessions scheduled
  - New Faculty Orientation session: Assessment: What is it? Who does it?
  - New Teaching Assistant Orientation session: Assessment is for Learning
  - General Education Committee & Boards Orientation: update on the Assessment Office and status of FW and ETH assessment projects
  - VCAA and College of Education: software for assessment (e.g., TrueOutcomes, LiveText)
- Web site
  - New content drafted
  - Previous sites reviewed & plan to archive materials created

2008-09 Plans

- Launch web site
- Complete FW assessment project
- Pilot ETH assessment rubric and implement assessment project
- Poster session to showcase assessment efforts at Mānoa
- Analyze and summarize departments’ annual reports
- Survey departments on data collection methods used or in use
- Educational/“how-to” workshops on assessment issues (in conjunction with OFDAS)
Needs & Recommendations

- Need discussions with Faculty Senate about the status of the Task Force on Assessment’s 2007 report. According to Faculty Senate minutes, no formal action was taken on the report; it appears that it has not yet been sent to other committees such as CAPP.

- Need to establish a Mānoa Assessment Board
  - Need to define the role and responsibilities of that group (based on the Task Force on Assessment’s list of responsibilities)

- Need a Faculty Director for the Assessment Office
  It appears that no qualified faculty member is currently willing to undertake an 11-month, full-time Director position. Alternatives need consideration.
    - Option 1. Create new position & hire from outside.
      - Mānoa’s current fiscal situation makes this unlikely.
      - The national advertisement for an S5 position in January 2008 did not attract a qualified candidate which indicates that hiring such a person will be difficult and time consuming.
    - Option 2. Run the office without a director.
      - While the current two faculty members in the office can carry out the mission of the office, a competent spokesperson and assessment advocate who knows Mānoa can help ensure the office’s ongoing success and a positive reception by the faculty at large.
    - Option 3. Seek out a part-time Director from the faculty
      - A part-time Director option allows a faculty member to continue teaching/researching in his/her department.
      - Part-time work may be sufficient because that two faculty members will carry out the day-to-day operations of the office. In addition, the Mānoa Assessment Board will assist with carrying out the mission of the office.

Recommendation: Search for a part-time Director (15-20 hours per week), summer work as Director optional. A 2-3 year commitment desired. Qualifications (in order of importance):

- a) positive attitude toward assessment
- b) thorough knowledge of Mānoa
- c) respect of faculty and administration
- d) excellent communication skills
- e) excellent organizational and leadership skills
- f) willingness and ability to learn about assessment and program evaluation
- g) ability to take the lead in planning and implementing assessment activities
- h) ability to chair the Assessment Board

- Need clarification on the office structure. Issues such as these need discussion: Should a Faculty Director oversee the faculty in the assessment office as well as the to-be-hired APTs responsible for institutional research? Should the Assessment Office exist separately, but work in conjunction with, an Institutional Research Office? (In other words, 2 offices that work together instead of a single office.)

- Need a budget.
Assessment Office Update
OCTOBER/NOVEMBER, 2008 (Updated 11/25/2008)

Capacity Preparatory Review & Educational Effectiveness Review

- Departments’ Annual Assessment Update Reports
  - 176 out of 229 degree programs submitted reports. (Thank you emails sent to those who submitted reports and follow up emails sent to assessment coordinators notifying them that their dept(s) did not submit a report.)
  - 148 degree programs have learning outcomes
  - 56 degree programs have curriculum maps
  - Analysis and summary continues

- Status of Institutional Outcomes
  1. Global & Multicultural Perspectives (FG) outcomes approved by FG Working Group
  2. Symbolic Reasoning (FS) outcomes approved by FS Working Group
  3. Written Communication outcomes: FW approved by FW Working Group; WI outcomes being discussed by Faculty Board
  4. Contemporary Ethical Issues outcomes approved by ETH Working Group and Faculty Board
  5. Hawaiian, Asian, & Pacific Issues (HAP) outcomes approved by Faculty Board
  6. Oral Communication (OC) outcomes approved by OC Working Group
  7. Diverse Disciplinary Knowledge outcomes (Gen Ed Diversification requirement) outcomes drafted
  8. In-depth Disciplinary Knowledge outcomes approved by Faculty Senate (undergrad outcomes) and Graduate Division (grad outcomes)
  9. Social Justice outcomes drafted and sent to Jon Osorio and Carlos Andrade for feedback
  10. Hawaiian Place outcomes drafted and sent to Jon Osorio and Carlos Andrade for feedback

- Outcomes/Accomplishments for CPR will be sent to Myrtle no later than 2/16/09
- Exhibit 7.1 will be sent to Myrtle no later than 5/1/09

Accomplishments

- Consultations & Meetings
  - American Studies faculty: presented assessment cycle and provided assessment strategies
  - Natural Science Chairs: introduced office and discussed assessment cycle
  - Gen Ed Faculty Boards
    - Hawaiian, Asian, and Pacific Issues: SLO discussion
    - Oral Communications: created assessment plan
Contemporary Ethical Issues: moving forward with rubric evaluation project
- Writing Intensive Board: SLO discussion
  - Learning Assistance Center Specialist: critiqued survey and discussed comprehensive assessment plan
  - Department of Surgery Associate Chair of Surgery, Admin & Finance: feedback on plan to assess cultural awareness
  - Hawai‘i‘iuikea School of Hawaiian Knowledge: discussed program assessment
  - First-Year Programs Program Coordinator: assisted with interpretation of assessment data and critiqued survey
  - Marine Biology: discussed assessment strategies, SLOs, curriculum map, and capstone experience
  - Technology to assist with assessment: 1) R-Smart webinar, potential replacement for True Outcomes and 2) WeaveOnline
  - UH System Assessment Coordinators: briefed all UH campuses on Mānoa’s assessment activities

- Workshops & Events
  - Examples of Program-Level Assessment of Student Learning
    - 2 sessions with a total of 24 attendees
    - Departments represented: English, Second Language Studies, Indo-Pacific Languages & Literature, Geography, Biology, OVCAA, Kawaihuelani, History, Academy for Creative Media, Information Computer Science, Ethnic Studies, Anthropology, Honors, Mānoa Advising Center, Communications
  - Learning Outcomes & Curriculum Maps: An Introduction
    - 2 sessions with a total of 23 attendees
    - Departments represented: Nursing & Dental Hygiene, Languages, Linguistics, & Literature, East Asian Languages & Literature, Indo-Pacific Languages, & Literature, English, Theatre & Dance, Art, Meteorology, Mānoa Advising Center, Second Language Studies, Student Housing Services, College of Arts & Humanities, Kawaihuelani, History, Biology, Education, Oceanography
  - Hosted Strengthening Student Success: Assessment in Action Poster Session
    - 21 posters
    - 60+ attendees

- Professional Development
  - Attended 2008 Assessment Institute, hosted by IUPUI
  - Participated in Conflict Resolution Workshop facilitated by Ombuds Office

- Web site
  - New content drafted

- Office
  - Renovations completed
In-Progress

- Development of *Criteria for Contract Renewal, Tenure, and Promotion* (due to Bev by Dec. 30)
- IR Search: 2nd go around
- Director search: ad and position description drafted; search committee being formed
- Committee on Assessment: proposal submitted to CAPP to create committee
- Request funding of a graduate student to conduct a follow-up FW study

On The Horizon

- Dec 2008
  - English Colloquium: AO will participate in the dissemination of FW assessment results and Monica will facilitate an Appreciative Inquiry session
- Jan 2009:
  - New Faculty Orientation
  - WASC Retreat (Honolulu)
- Feb 2009:
  - *What Chairs Need to Know About Assessment* workshop (Dept. Chairs Workshop Series coordinated by OFDAS)
Assessment Office
December 2008 Update
01/07/2009

Capacity Preparatory Review: Outcomes and Indicators

- Infrastructure
  - Institutional Research Office: Hiring committee reviewing four applicants for an analyst position. Interviews to be scheduled for week of January 12.
  - Director of the Assessment Office (AO): Selection committee reviewing two applicants. Because of scheduling conflicts, committee will first meet after January 12.
  - Faculty-elected assessment council: Faculty Senate will vote on the creation of a Committee on Assessment at its January 21, 2009 meeting.

- General Education assessment activities
  - Foundations Written Communication (FW) outcome #1 assessment completed (see “English Department and English Language Institute” below).
  - Focus Contemporary Ethical Issues: Data collected in fall 2008; faculty will use collected data to evaluate the effectiveness of the rubric in spring 2009.
  - Focus Oral Communication: faculty members will use a common rubric to evaluate students’ oral communication skills in spring 2009; AO will aggregate and report results.
  - Longitudinal cohort study. AO planning a study to investigate undergraduate students’ levels of achievements and self-reports in relation to the 10 General Education/institutional goals as well as “The Mānoa Experience.” AO currently reviewing literature and preparing research questions. Methodology and funding have yet to be determined. AO intends to start the study fall 2009.

- Fall 2009 WASC visit—WASC Exhibit 7.1, Inventory of Educational Effectiveness Indicators
  - Working with OVCAA IT person to create the WASC-requested inventory from the online annual reports.
  - 2008 Annual Report summary
    
    | Program type | Submitted 2008 Annual Report | Program Learning Outcomes Developed* |
    |--------------|-----------------------------|-------------------------------------|
    | Bachelor     | 72 (77%)                    | 63 (67%)                            |
    | Master       | 70 (82%)                    | 57 (67%)                            |
    | JD, MD       | 2 (100%)                    | 2 (100%)                            |
    | Doctorate    | 43 (83%)                    | 32 (62%)                            |

  *Actual number is higher because programs that did not submit a report are counted as “does not have.”

Accomplishments

- Consultations & Meetings
  - History Department Assessment Committee: presented assessment cycle and provided assessment strategies. History will attend the WASC Retreat in January. They will work on their curriculum map and assessment plan.
  - Shidler Quality Assurance (QA) Specialist: discussed the status of assessment in the Business School and the need for curriculum maps. AO will invite the QA Specialist to the March curriculum map workshop.
  - Botany Chair: discussed assessment topics for the January Botany retreat.
o **General Education Office/Mānoa Writing Program**: discussed ways to collaborate on general education assessment efforts.

o **Cyd Jenefsky**, JFK University: briefly met to discuss UHM’s program assessment plans and progress as well get advice. Dr. Jenefsky presented some of JFK’s assessment and program review material to assessment coordinators, department chairs, and deans on Dec. 10, 2008.

o **English Department and English Language Institute**: AO participated in the dissemination of the S08-F08 FW assessment results at the English Department Colloquium and Monica Stitt-Bergh facilitated an Appreciative Inquiry session to discover methods to improve students’ ability to write to an audience for a specific purpose. Results will be posted online.

- Web site additions
  - Templates
  - Rubrics
  - Assessment reports of AO’s workshops

**In-Progress**

- 2009 WASC Retreat on *Student Learning and Assessment Level I*: AO received funding to send two teams, TIM and History, as well as Tim Merrill (Interim Program Officer), and Marlene Lowe to the Honolulu retreat January 29-31.

- Beverly McCreary reviewing the AO’s draft *Criteria for Contract Renewal, Tenure, and Promotion*.

- AO drafted an AO Organization Chart and submitted it to Faculty Senate Executive Committee.

- Starting a follow-up to the fall 2008 FW assessment study. Graduate assistant selected to conduct ethnographic research in spring 2009 (cost=$4,300).

- Collaborating with the English Department, English Language Institute, and Librarians to assess information literacy (FW outcome) in spring 2009.

**Spring 2009 Workshop Schedule (workshops coordinated by the Center for Teaching Excellence)**

- January: a) New Faculty Orientation

- February: a) “Assessment Planning & Using Assessment Templates” – offered twice, b) “Faculty Perspective on Assessment” - a panel discussion, c) “Assessment Examples”


- April: a) “Collecting Assessment Data” – offered twice

**On the Horizon**

- Coordinate with Mathematics Department to align the Pre-Calculus Assessment (taken by incoming students) to the Foundations Symbolic Reasoning student learning outcomes and to publically report results of the Pre-Calculus Assessment.

- Collaborate with the General Education Focus Boards to revise the end-of-semester survey so it addresses the student learning outcomes of the Focus area.